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A comparative study of self-concept between government and private school players of Jammu district

Anil Kumar, Vikesh Kumar and Dr. Harmandeep Singh

Abstract

The purpose of the study was to ascertain difference between the players of Government School players and Private School. A survey study was design. 120 male subjects were selected purposively from the eight higher secondary schools (4 each from government and private) of Jammu district of Jammu and Kashmir, in which 60 players were each from Government Schools and Private Schools. For the collection of data self-concept questionnaire standardized by Dr. Raj Kumar Saraswat administered. The self-concept dimensions assessed by this inventory are: Physical, Social, Temperamental, Educational, Moral and Intellectual. Descriptive statistics and independent T-test was used to find out the differences. It was observed from the finding that the self-Concept of Government School players and Private School players, that significant differences were found between Government School players and Private School players in all Dimension of Self Concept i.e physical, Social, Temperamental, Educational, Moral and Intellectual. The mean scores of Self Concept Dimensions like physical, Social, Temperamental and Moral shows that Private School players have high degree of self-concept than Government School players. While the mean scores of Self Concept Dimension like educational and intellectual shows that Government School players have high degree of Self-concept than Private School players. Finally researcher concluded that the self-concept of Government School players and Private School players is not similar.

Keywords: Self-concept, government school players and private school players

Introduction

Self-concept may be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Self-concept is different from self-esteem (feelings of personal worth and level of satisfaction regarding one's self) or self-report (what a person is willing and able to disclose). It has been established by contemporary researches that the way an individual perceives himself goes to shape his behavior patterns. William James (1890) [10] holds it to be all that a person is tempted to call by the name me or mine. Murphy (1947) [1] defines it as the individual as known to the individual. According to Symonds (1951) [9], it is the way or manner in which the individual reacts to himself. He spells out four aspects of self: i. how a person perceives himself; ii. What he thinks of himself; iii. How he values himself; and IV. How he attempts through various actions to enhance or defend himself. With such educational and counselling ends in mind, numerous studies have been undertaken on the subject in different parts of the world. One study found members of gangs score lower on measures of self-esteem and higher on measures of aggression than demographically matched youth (Kee *et al.*, 2003) [6]. Similarly, self-reported self-esteem and aggression, in a sample of adolescents, were found to be negatively correlated (Fling *et al.*, 1992) [7]. Recently, research by Donnellan *et al.* (2005) [8] found that low self-esteem predicted aggression in a sample of adolescents and young adults. These finding were replicated across multiple methods (e.g., laboratory experiments) and multiple studies.

Methodology

Total 120 male subjects were selected purposively from the 8 (4 each from Government and

Private) Higher secondary schools of Jammu district of Jammu and Kashmir, in which 60 players were selected each were from Government Schools and Private Schools. The self-concept questionnaire designed by Dr. Raj Kumar Saraswat was used for the collection of data.

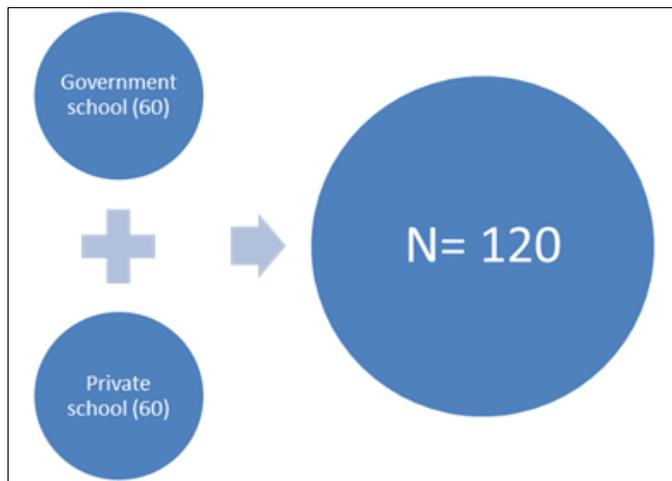


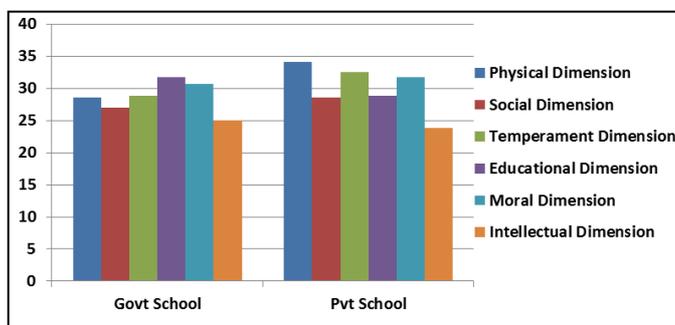
Fig 1: Flow chart of sampling

Statistical analysis: Descriptive statistics was used and independent T test was used to draw inference from the data.

Results

Table 1: Descriptive statistics of Government School players and Private School players on Self Concept Dimensions

Self-Concept Dimensions	Group	Mean	SD	T value	Sig. value
Physical Dimension	Govt. School	28.56	2.79	12.10	.000
	Pvt. School	34.11	2.26		
Social Dimension	Govt. School	26.92	2.75	3.46	.001
	Pvt. School	28.62	2.68		
Temperamental Dimension	Govt. School	28.85	1.99	10.74	.000
	Pvt. School	32.52	1.76		
Educational Dimension	Govt. School	31.75	1.65	-4.93	.000
	Pvt. School	28.86	2.26		
Moral Dimension	Govt. School	30.68	2.04	3.12	.002
	Pvt. School	31.76	1.70		
Intellectual Dimension	Govt. School	24.98	2.66	-2.72	.008
	Pvt. School	23.79	2.08		



Graph 1: Show mean of Government School players and Private School players on Self Concept Dimensions

Findings and Conclusion

It was observed from the finding that the self-concept of government school players and private school players from table no.1. Significant differences were found between government school players and Private School players in all dimension of self-concept physical, social, temperamental,

educational, moral and intellectual. The mean scores of self-concept dimensions physical, social, temperamental and moral shows that private school players have high degree of self-concept than government school players. While the mean scores of self-concept dimension educational and intellectual shows that government school players have high degree of Self-concept than government school players. In the present study we found that there is significant difference between government school players and private school players in all self-concept dimensions. The Present Study revealed that private school players got good results in self-concept dimensions physical, Social, Temperamental and Moral as compare Government School players. While government school players got good results in self-concept dimension educational and intellectual than private school players. Finally researcher concluded that the self-concept of Government School players and Private School players is not similar.

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